Building an Electronic Tenure Portfolio
Dr. Colin Mason – Chair, Department of Performing Arts
Zero Week Professional Development session, January 11, 2012

I. Initial Ideas
    A. Process
        1. Can be easy, if you are well-organized
        2. The time to organize your materials is now
           a. Don't wait until the summer of your tenure year
        3. Organize materials according to:
           a. Tenure Policy categories
           b. Then each year, current year first
    B. TC Tenure Policy document
        1. 1st place to go
        2. Organize your document according to each category
        3. Utilize folders and sub-folders for each sub-topic
        4. Create a folder for each major category:
           a. I. Philosophy
           b. II. Documentation of Teaching
           c. III. Measures of Teaching Effectiveness
           d. IV. Activities to Improve Teaching
           e. V. Contributions to the Institution/Community
           f. VI. Professional Activities
           g. VII. Honors and Awards
    C. Create a folder for each sub-category. Ex:
        1. "Documentation of Teaching"
           a. Summary of Courses
               1. Folder for each course
           b. 1st-Day Handouts
           c. Course Outlines
           d. Syllabi
           e. Assignments/Visual Aids
           f. Evaluation of Learning
               1. Quizzes
               2. Exams
           g. Learner Feedback
II. Online Resources:
    A. Iowa State University: Center for Excellence in Learning and Teaching
        1. http://www.celt.iastate.edu/teaching/philosophy.html
    B. The University of Minnesota: Center for Teaching and Learning
        1. http://www1.umn.edu/ohr/teachlearn/tutorials/philosophy/index.html
    C. Both sites offer excellent resources and guidance on drafting excellent teaching
       philosophies

D. Suggestion: utilize one of the resources, and plug your information in
    1. For Iowa State-utilize 4 questions in "Menu" Iowa State (same link as above)
        a. **To What End?**
        b. **By What Means?**
        c. **To What Degree?**
        d. **Why?**
            1.   Address text for each above topic
    2. For UM – utilize "Getting Started" Exercise" topics on this link:
        a. UMinnesota" Getting Started Exercise:
           http://www1.umn.edu/ohr/teachlearn/tutorials/philosophy/start/index.html

III. Sample Materials
  A. Course Summary
    1. Summary of Courses Taught – Dr. Colin M. Mason
    2. Submitted in Partial Fulfillment for the Requirements of the Application for Tenure
    3. During the course of my employment at Temple College, I have taught a number of courses from academic to activity in status. Since beginning fulltime status, I have taught the following courses:
        a. HUMA 1301 – Introduction to Humanities I
        b. MUAP 1133/34, 1233/34, 2133/34, 2233/34 – Private lessons, Saxophone
        c. MUEN 1134 – Chamber Ensemble, Woodwind – Saxophone Choir
        d. MUSI 1306 – Music Appreciation
        e. MUSI 1263 – 1001, Improvisation I
        f. MUSI 1309 – Music Literature II
  B. Sample Course Summary
    1. **MUSI 1309 – Music Literature II:** (Spring, 2007) Second-semester course for music majors in the introductory music history sequence. The course began with a review of the Baroque period, then progressed to the Classical period, then the Romantic period, then 20th-Century music. Assignments included a research project on their own instrument (an approved outline and a presentation of their topic were also required), and maintaining a notebook of all course material and class notes.

       Three written exams and listening exams comprised the bulk of the evaluation, although class participation was also required.
  C. Learner Feedback
    1. Record written comments (if provided electronically) and organize
        a. Overall, I could have used just a little more analysis of the movement.
        b. Left Align only – don't equal justify the margins.
        c. Don't use slang or colloquialisms.
        d. The lefthand margin is too wide. 1" margins all the way around.
        e. No need to capitalize instruments (saxophone instead of Saxophone)
        f. Don't use first names; use either last names, or "he/she" if appropriate.
        g. Try to present your ideas clearly. Your sentences and thoughts are sometimes confusing.
        h. Don't get cute with your text. Don't try to make this into a story. Just keep it in report-style.
        i. Make sure you get the names and titles spelled correctly.